

**Leechpool Primary**

**Welcome to  
Year 4  
Information for parents**



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# Welcome letter

Dear Parents,

Welcome to Year 4! We are excited to be welcoming your children into the new school year. Ahead of us are some fantastic learning themes, and there will be a wide range of learning opportunities across variety of different subject areas.

Throughout the year, we aim to keep you fully updated with all the information you require: whether about the day-to-day events in the year group, your own child, or whole school events.

We hope this booklet will provide you with all of the information you require about the organisation, curriculum, and other expectations of being in Year 4. Each half term, you will receive a more detailed breakdown of what we will be learning in the curriculum - however, this booklet provides an overview of the whole year.

Thank you for taking the time to read this, and we look forward to the year ahead.

## **The Year 4 Team**

### **As a school we aim to:**

- We aim to promote an exciting, creative and supportive learning environment, which energises each child to value themselves and maximize their potential
- We aim to give our learners the highest standard of education, through excellence and innovation in teaching, linked with a relevant and engaging curriculum which recognizes children's needs and individual learning styles
- We aim to equip each child with life skills so that they may become confident, responsible, caring adults of tomorrow, within an ever-changing, multi-cultural society

## Meet the Year 4 Team.....

Name	Role
Miss Coco Thaddeus	Bear class
Mrs Emily Vowels	Eagle class (Mon, Tues, Weds)
Mrs Marisha Gray	Eagle class (Thurs, Fri)
Mrs Carolyn Smith	Teaching assistant
Mrs Janine Murphy	Teaching assistant
Mr Dan Barden	PE
Mrs Charlotte Bazeley	Art
Miss Sarah Cullern	MFL
Mrs Emily Vowels/Mr Jason Gooding	Music

### The School Day

Our school day runs:-

Juniors - from 8.45 a.m. until 3 p.m., with a lunch break from 12.30 - 1.15 p.m.

Infants - from 8:55 a.m. until 3 p.m., with a lunch break from 12:00 - 1:00 p.m.

### It is important that all children arrive on time every day.

The school gates will be open from 8.30 a.m. and the inner gates will be open from 8.35 a.m. Pupils in all year groups can go straight to their classrooms and take part in early morning activities until registration at 8.45 a.m. for Juniors and 8:55 a.m. for Infants. Any child entering the school after their registration time must enter school through the main entrance and sign in at the office to ensure that records are kept up to date in case of a fire (even if your child has been at the doctor or dentist for example).

### Absence

Please contact the school before 9.00 a.m. to advise of any absence, a message can be left on the absence line.

Holidays or days off must be authorised beforehand by the Headteacher following completion and submission of an Absence Request form which can be downloaded from the website.

### Homework Expectations

Children are expected to hand in their homework on time. If they do not, they will receive a 15 minute playtime detention on the Friday of the week it is due to complete the homework.

Monday	Tuesday	Wednesday	Thursday	Friday
Spelling test – Children are given a list of 5 statutory, 2 Topic spellings a week along with 3 'Star spells'.		Spellings are set		Homework is set. This will alternate between Maths and Literacy each week.
Spellings are due in		Homework due in		

**Reading** – please sign your child's reading record at least 4 times a week, even if they are reading independently.

**Times Tables** – Please practice times tables ready for a regular times table test as there will be a statutory test in the Summer term.

Each half term, children will have a take topic homework (project) to complete. These will be given out the first week of each half term and need to be returned by the due date (normally the week before half term). **NB** Children will have occasional talk homework.

# 1. Learning at Leechpool

## a) Valuing All Learners Equally

### Aspirations

#### As a learning community, we will strive to

- Learn from one another, and with one another
- Have high expectations of each other
- Help each other to develop self-confidence and a positive self image
- Be constructive, critical and analytical thinkers
- Continue to value and develop our "learning to learn" culture
- Celebrate progress, effort and achievement
- Help our children to develop lively, enquiring minds and encourage them to express themselves clearly in a variety of ways
- Foster strong links with our parents and the wider community
- Work hard to maintain the traditions of our school.

## b) Life Skills

In Year 4 we focus on developing the following life skills:

### Staying Safe

Internet Safety  
Railway Safety – Level  
Crossings  
Stranger Danger

### Emotional Health and Well Being

It's my life, it's my choice

### Drug Education

What is a drug?

### Sex and Relationships

Growing up  
How my body will change?

### Economic Well Being and Financial Capability

Planning a Budget

### Citizenship

Looking after our World  
The world around me  
Fair or Unfair?

## 2. 6Rs

# LEECHPOOL VALUES RESPECT



# THE

# 6



# Rs



Our one School Rule is **RESPECT** – represented by the lion who remind pupils to be respectful to other people and to take an interest in them.

We encourage the following skills in all pupils at all times:

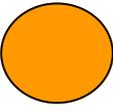
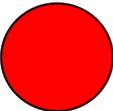
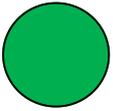
Owl - Reflective	I remind you to be reflective in your learning and think about how well you are doing.
Meerkat - Relationships	I remind you to have good relationships when you work with other people.
Cat – Risk Taking	I remind you to be a risk taker in your learning and to learn from making mistakes.
Bee - Resourceful	I remind you to be resourceful in your learning and try different ways to solve thing yourself.
Dog - Responsible	I remind you to be loyal and responsible and care for those around them.
Tortoise - Resilient	I remind you to be resilient in your learning and never give up.

## a) “Catch them being good”

Our overriding school rule is **RESPECT** and this incorporates the Golden Rules which are as follows:

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

Our behavior system follows a traffic light system as follows:

	<p>Golden—this is used for 'wow' moments and for any exceptional work or behaviour that a pupil produces. When a child moves onto the golden traffic light, they receive a special award or certificate.</p>
	<p>Orange—a pupil moves to orange when they have made a bad choice with their behaviour as a warning.</p>
	<p>There are 4 steps on the red traffic light—first time is loss of some of their golden time on a Friday afternoon, second time is loss of some of their playtime, third time results to being sent to their Phase Leader and the fourth time results in being sent to Mrs Davenport, Mr Chapman or Miss Payne.</p>
	<p>Green—all pupils start everyday on the green traffic light. While on this they can earn awards, certificates, dragon tokens. In junior classes there may be a challenge to see how many days they can stay on green.</p>

Each pupil has a named label in their dragon team colour that can move onto different traffic lights when needed.

Alongside the traffic lights, we still have the following:

**Dragon tokens**—every pupil and member of staff belong to a Dragon Team. Pupils can receive dragon tokens from any member of staff for work or behaviour and these tokens are added up at the end of each week by the School Dragon Team Captains. In whole school assembly on Monday the scores are read out. The team that wins the most times in a term are rewarded with being allowed to wear their own clothes into school for the day at the end of term (letters will be sent out to inform parents of this).

**Headteacher Awards**—any member of staff can send a pupil to Mrs Davenport with a gold token—this is for exceptional pieces of work. They then get a golden sticker from Mrs Davenport and their name written in the Golden Book which is read out in whole school assemblies.

**Class rewards**—in every class, pupils can work as a team and earn a token in the shape of their class animal. When the class have earned 20 class tokens, they can have a class reward, decided by themselves. These can include discos, films and popcorn, picnics, onesie party, time on the playground.

**Class Headteacher Awards**—any member of staff can nominate a whole class for a particular reason such as good behaviour on a school trip, working well as a team, trying hard with a class assembly, etc. The class and reason are written in the Golden Book and read out in assembly. At the end of the year, the class with the most Headteacher Awards has afternoon tea with Mrs Davenport.

**Golden Time**—every pupil starts the week with 15 minutes of Golden Time for Friday afternoon. As mentioned with the traffic lights, they can lose some of this golden time if they make bad choices with their behaviour. Sometimes they can earn this time back.

**Lunchtimes**—At lunchtimes, pupils are given slips for good behaviour and polite manners. There are red slips for when pupils make a bad choice.

## b) Our Year Group Continent

Each year group's classes are named after animals from different continents according to size. The foundation stage class is named after the smallest continent, Australasia e.g. Kangaroos and Koalas.

<b>Year group</b>	<b>Continent</b>	<b>Class names</b>
Foundation stage	Australasia	Kangaroo /Koala
Year 1	Europe	Hedgehog / Squirrel
Year 2	Antarctica	Penguin /Seal
Year 3	South America	Jaguar / Llama
Year 4	North America	Bear / Eagle
Year 5	Africa	Lions / Giraffe
Year 6	Asia	Panda / Tiger

## c) Pride in our uniform

Wearing the correct uniform to school is important. Please support us in ensuring your child comes to school wearing their uniform in a smart way. We also ask that they have the correct PE kit in school for their PE and Sport lessons. These must be taken home to wash on a Friday and returned on a Monday morning. Please check the website if you are unsure what our uniform policy includes. Please ensure that all uniform is named so that, should it get lost, it can be returned to the correct person.

# 3. Successful Learners

Successful Learners
<b>Who.....</b>
Have the essential learning skills of English, maths & computing
Have enquiring minds and are creative, resourceful and able to identify and solve problems
Communicate and collaborate well
Enjoy learning and are motivated to achieve the best they can now and in the future

## R.A.P time

'Reflect and progress' time will be given once a week in both Literacy and Maths. Feedback will be provided by the teacher following a piece of completed work by the child and R.A.P time allows the children to 'reflect' on the feedback and then respond to the task given. When looking in the books, it will be evident which tasks were R.A.P as the child will respond using a blue pen.

R.A.P tasks can vary depending on the child's understanding and the learning objective. They may include making corrections, editing spelling errors, re-reading and improving work or a 'challenge' task to 'progress' the child into the next steps of learning.

## Learning Slips

Children are given learning slips in Literacy, Maths and in some Topic work. These show what the children are learning and the steps they need to do to achieve this (success criteria). At the end of the lesson, the children are expected to self-assess (using traffic light colours) against the success criteria. The teacher then monitors their self-assessment and adjusts where necessary.

At the bottom of the learning slip, the children will indicate whether they have learnt independently, in pairs, in a group or with adult support. Additionally, in Literacy, they will indicate what part of the writing sequence they are completing.

## a) English

### i. Reading

Reading is probably the most important skill children learn during their time in primary school. We would ask that you find time to regularly read with your child, at least 4 times a week, but every day is best. These special times can involve a number of different activities:

- They can read aloud to you
- You read to them (this is really important as you model good reading and can expose them to some books they might find more difficult to read on their own)

- Talk about what you have read, make predictions about what you might think is going to happen next and discuss the characters thoughts and feelings within the story

For more information on reading, please take a look at the resources on our website.

## Year 4 Reading Key Objectives

1	Read exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
2	Read books that are structured in different ways and reading for a range of purposes
3	Read for a range of purposes
4	Increase your familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
5	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
6	Identify the main ideas drawn from more than one paragraph and summarising these
7	Draw inferences and justify your choice with evidence
8	Discussing words and phrases that capture the reader's interest and imagination
9	Retrieve and record information from non-fiction
10	Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say
11	Use dictionaries to check the meanings of words they have read
12	Predict what might happen next from the details stated and implied

## ii. Writing

### No Nonsense Grammar

No Nonsense Grammar is a fun scheme used to teach grammar across the school. It is taught as a 'toolkit' which the children apply to their writing. Different parts of grammar have different symbols and actions to help them remember and use them. For example, verbs are a hammer and the action is clapping your fist into your open palm. Also, to help them remember all the different word types, words will be consistently highlighted or displayed in one colour – e.g. nouns are blue.

### Purple polishing pens

Purple polishing pens are used by the children to edit their written work. They are expected to use these independently after completing a writing task to correct spellings and punctuation and improve vocabulary and sentence structure. This can also be used in peer marking where another child may suggest improvements and record their initials on their partner work to show this.

## Year 4 Writing Key Objectives

<b>1</b>	Spell words that are often misspelt from the Year 3-4 list
<b>2</b>	Use the possessive apostrophe accurately with plurals
<b>3</b>	Use a dictionary to check a spelling
<b>4</b>	Use appropriate handwriting joins, including choosing unjoined letters
<b>5</b>	Adopt the features of existing texts to shape own writing
<b>6</b>	Build sentences with varied vocabulary and structures
<b>7</b>	Organise paragraphs around a theme
<b>8</b>	Develop detail of characters, settings and plot in narratives
<b>9</b>	Use simple organisational devices in non-fiction
<b>10</b>	Suggest improvements to grammar and vocabulary
<b>11</b>	Proofread own work for spelling and punctuation errors
<b>12</b>	Read aloud using appropriate intonation, tone and volume
<b>13</b>	Use a range of conjunctions to extend sentences with more than one clause
<b>14</b>	Choose nouns and pronouns for clarity and cohesion
<b>15</b>	Use conjunctions, adverbs and prepositions to express time, cause and place
<b>16</b>	Use fronted adverbials
<b>17</b>	Understand the difference between plural and possessive '-s'
<b>18</b>	Recognise and use standard English verb inflections
<b>19</b>	Use extended noun phrases, including with prepositions
<b>20</b>	Use and punctuate direct speech correctly

# iii. Spelling, Grammar and Punctuation

## Spelling in Year 3 & 4

Statutory requirements	Example words
Adding suffixes beginning with vowel letters to words of more than one syllable	forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation
The /ɪ/ sound spelt y elsewhere than at the end of words	myth, gym, Egypt, pyramid, mystery
The /ʌ/ sound spelt ou	young, touch, double, trouble, country
More prefixes	<b>dis-</b> : disappoint, disagree, disobey <b>mis-</b> : misbehave, mislead, misspell (mis + spell) <b>in-</b> : inactive, incorrect illegal, illegible immature, immortal, impossible, impatient, imperfect irregular, irrelevant, irresponsible <b>re-</b> : redo, refresh, return, reappear, redecorate <b>sub-</b> : subdivide, subheading, submarine, submerge <b>inter-</b> : interact, intercity, international, interrelated (inter + related) <b>super-</b> : supermarket, superman, superstar <b>anti-</b> : antiseptic,

The suffix -ation	information, adoration, sensation, preparation, admiration
The suffix -ly	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly) happily, angrily, gently, simply, humbly, nobly, basically, frantically dramatically
Words with endings sounding like -ure (/ʒə/ or /tʃə/)	measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure
Endings which sound like `zhun`	division, invasion, confusion, decision, collision, television
The suffix -ous	poisonous, dangerous, mountainous, famous, various
Endings which sound like `shun` (/ʃən/), spelt -tion, -sion, -ssion, -cian	invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension
Words with the k sound spelt ch (Greek in origin)	scheme, chorus, chemist, echo, character
Words with the sh (/ʃ/) sound spelt ch (mostly French in origin)	chef, chalet, machine, brochure
Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)	league, tongue, antique, unique
Words with the `s` sound spelt sc (Latin in origin)	science, scene, discipline, fascinate, crescent
Words with the I sound spelt ei, eigh, or ey	vein, weigh, eight, neighbour, they, obey
Possessive apostrophe with plural words	girls', boys', babies', children's, men's, mice's ( <b>Note:</b> singular proper nouns ending in an s use the 's suffix e.g. Cyprus's population)
Homophones and near homophones	accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's

# Word list – years 3 and 4

accident(ally)	decide	grammar	natural	quarter
actual(ly)	describe	group	naughty	question
address	different	guard	notice	recent
answer	difficult	guide	occasion(ally)	regular reign
appear	disappear	heard	often	remember
arrive	early	heart	opposite	sentence
believe	earth	height	ordinary	separate
bicycle	eight/eighth	history	particular	special
breath	enough	imagine	peculiar	straight
breathe	exercise	increase	perhaps	strange
build	experience	important	popular	strength
busy/business	experiment	interest	position	suppose
calendar	extreme	island	possess(ion)	surprise
caught	famous	knowledge	possible	therefore
centre	favourite	learn	potatoes	though/although
century	February	length	pressure	thought
certain	forward(s)	library	probably	through
circle	fruit	material	promise	various
complete		medicine	purpose	weight
consider		mention		woman/women
continue		minute		

# Grammar & Punctuation in Year 4

<b>Word</b>	The grammatical difference between <b>plural</b> and <b>possessive</b> –s Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i> ]
<b>Sentence</b>	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i> ) <b>Fronted adverbials</b> [for example, <i>Later that day, I heard the bad news.</i> ]
<b>Text</b>	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
<b>Punctuation</b>	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials
<b>Terminology for pupils</b>	determiner  pronoun, possessive pronoun adverbial

## iv. Handwriting

During Year 4, pupils will be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders do not touch.

We use the 'Penpals' Handwriting publication to develop fluent, legible handwriting. Teaching progresses from developing gross and fine motor skills to confident letter formation and accomplished joins. Children are expected to have gained their pen license by the end of Year 3 where they will be consistently joining their handwriting to a high standard. Children who do not have their pen licenses will continue to work in small groups to develop their handwriting.

*a b c d e f g h i j k l m n*

*o p q r s t u v w x y z*

*A B C D E F G H I J K L M*

*N O P Q R S T U V W X Y Z*

# b) Mathematics

## Year 4 Maths Key Objectives

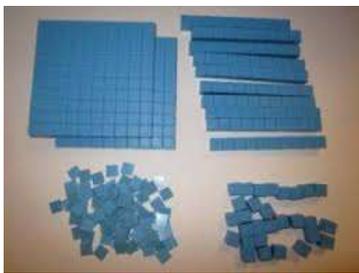
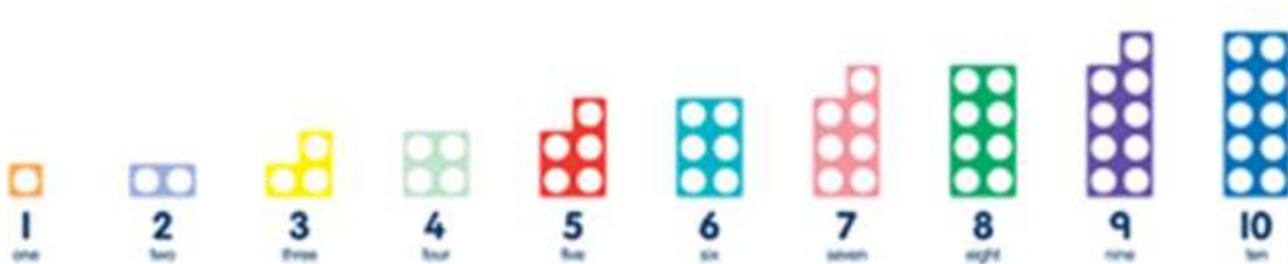
<b>1</b>	Count backwards through zero, including negative numbers
<b>2</b>	Recognise place value in four digit numbers
<b>3</b>	Round any number to the nearest 10, 100 or 1000
<b>4</b>	Know tables up to $12 \times 12$
<b>5</b>	Use place value and number facts to carry out mental calculations
<b>6</b>	Use factor pairs and commutativity in mental calculations
<b>7</b>	Use short multiplication method
<b>8</b>	Recognise and use hundredths
<b>9</b>	Recognise and write decimal equivalents to $\frac{1}{4}$ , $\frac{1}{2}$ and $\frac{3}{4}$
<b>10</b>	Divide one- or two digit numbers by 10 and 100, using tenths and hundredths
<b>11</b>	Round decimals with one decimal place to the nearest whole number
<b>12</b>	Compare numbers up to two decimal places
<b>13</b>	Convert between different units of metric measurement, including money
<b>14</b>	Find the area of rectilinear shapes by counting squares
<b>15</b>	Solve problems converting units of time
<b>16</b>	Compare and classify shapes, including quadrilaterals and triangles
<b>17</b>	Complete a simple symmetric figure with respect to a specific line of symmetry.
<b>18</b>	Describe positions on a 2-D grid using co-ordinates
<b>19</b>	Describe translations using a given unit to the left/right and up/down
<b>20</b>	Interpret and present discrete and continuous data on appropriate graphs

# Leechpool Primary School Calculation Policy Equipment

Children have access to a variety of mathematical apparatus designed to aid their calculation with numbers. These may include some of the following:



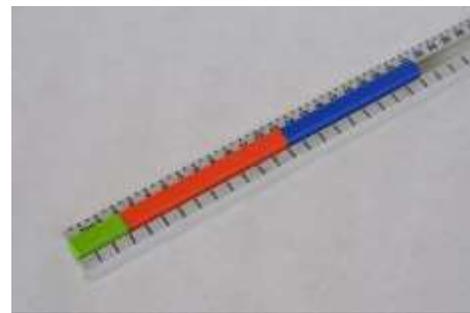
**Numicon**



**Base 10**



**Cuisenaire Rods and number tracks**



**Counters and counting equipment**



**Bead strings**

	Hundreds	Tens	Ones
Place 1			
Place 2			

**Calculation mats**

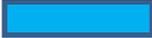


**Coins**

## Written Calculation Methods

As children progress in their ability to solve mathematical calculations we teach the children specific ways to record their working out. It is important that children progress through each stage of the progression chart as this ensures they fully grasp the mathematical concepts that underpin the calculations they are doing.

### Key Vocabulary

<p style="text-align: center;"><b>Addition</b></p> <p style="text-align: center;"><b>More</b> <b>Add</b> <b>Plus</b> <b>Sum</b> <b>Increase</b> <b>Total</b> <b>Altogether</b> <b>Inverse</b></p> <p style="text-align: center;"></p>	<p style="text-align: center;"><b>Subtraction</b></p> <p style="text-align: center;"><b>Take away</b> <b>Minus</b> <b>Subtract</b> <b>Less</b> <b>Difference</b> <b>Decrease</b> <b>Inverse</b></p> <p style="text-align: center;"></p>
<p style="text-align: center;"><b>Multiplication</b></p> <p style="text-align: center;"><b>Lots of</b> <b>Groups of</b> <b>Times</b> <b>Repeated Addition</b> <b>Multiply</b> <b>Product</b> <b>Inverse</b></p> <p style="text-align: center;"></p>	<p style="text-align: center;"><b>Division</b></p> <p style="text-align: center;"><b>Divide</b> <b>Group equally</b> <b>Share equally</b> <b>Factor</b> <b>Inverse</b> <b>Remainder</b> <b>Quotient</b> <b>Divisor</b></p> <p style="text-align: center;"></p>

# Written Calculation Methods – Addition

Prior to using the formal written methods of addition and subtraction pupils will use a variety of equipment to explore smaller number bonds. Quick and accurate recall of these facts, and establishing the connections between them, helps greatly with larger addition and subtraction calculations.



$$\begin{aligned} 6 + 3 &= 9 \\ 3 + 6 &= 9 \\ 9 - 3 &= 6 \\ 9 - 6 &= 3 \end{aligned}$$

To aid with addition and subtraction pupils will use equipment including base 10. Base 10 can be used to visual the partitioning of larger numbers.



Pupils understand how tens, hundreds and thousands can be regrouped using base 10 as a visual aid.



1 ten = 10 ones



1 hundred = 10 tens



1 thousand = 10 hundreds

Add 2 and 3 digit numbers together, using base-10 apparatus to solve addition problems that do not involve regrouping.



$$\begin{array}{r} \text{T O} \\ 43 \\ + 24 \\ \hline 67 \end{array}$$

Add 2 and 3 digit numbers together, using base-10 apparatus to solve addition problems that involve regrouping.



$$36 + 45$$

The ones are added and we have 11. This needs to be regrouped into 1 ten and 1 one. Adding the tens gives 8 tens in total.

Develop understanding of the column method of addition involving regrouping ones and tens.



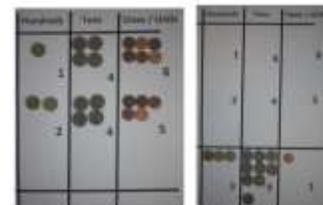
$$\begin{array}{r} \text{T O} \\ 77 \\ +45 \\ \hline 122 \\ \hline 11 \end{array}$$

7 + 5 = 12  
The 12 is regrouped in 1 ten and 2 ones. The 1 ten is shown underneath and then included in the addition of the tens.

The 7 tens, 4 tens and 1 ten are added to equal 12 tens. These are regrouped as 1 hundred and 2 tens.

$$\begin{array}{r} \text{T O} \\ 77 \\ +45 \\ \hline 122 \\ \hline 11 \end{array}$$

Develop further understanding of addition in the context of money.



$$\begin{array}{r} \text{£1.46} + \text{£2.45} \\ 1.46 \\ + 2.45 \\ \hline 3.91 \end{array}$$

Pupils extend their written method to work with increasingly larger numbers and decimal numbers as appropriate.

# Written Calculation Methods – Subtraction

Prior to using a written method pupils may use objects or counters to explore the notation of subtraction. Number lines may be used to count backwards. Connections should be made to addition and smaller number bonds that pupils can recall.

Subtract from 2 and 3 digits numbers without regrouping. Check subtraction calculations using the inverse operation of addition. Bar model diagrams may be used to establish the connection to addition.



8	
3	?

$$8 - 3 = ?$$

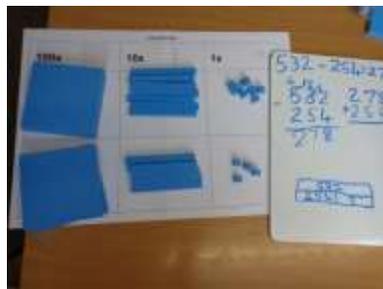
$$3 + 5 = 8$$

Subtract from 3 digit numbers, regrouping tens into 10 ones using a column method. Check subtraction calculations using the inverse operation of addition.

	<b>H</b>	<b>T</b>	<b>O</b>
	2	6	13
-	1	2	5
	1	4	8

We cannot subtract 5 from 3 we regroup one of the tens into 10 ones. We know have 13 ones and so can subtract 5 ones. We are left with 6 tens and can subtract 2 tens. Finally we look at the hundreds.

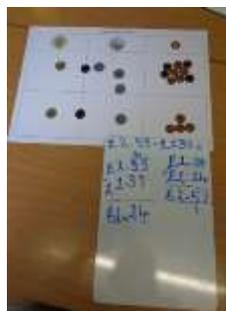
Subtract a 3 digit number from a 3 digit number, regrouping the tens into ones and the hundreds into tens. Pupils may use base 10 to support with this or, if knowledge of place value is secure, counters may also help.



	<b>H</b>	<b>T</b>	<b>O</b>
	4	5	12
-	2	5	4
	2	7	8

Regrouping is necessary across two place values columns. 1 ten is regrouped as 10 ones. Then 1 hundred is regrouped as 10 tens giving enough hundreds, tens and ones to subtract from.

Develop further understanding of subtraction in the context of money.



Question:

John had £2.53 in change in his pocket. He bought a notebook for £1.39 when he was in town. How much money does he have left?

Use the inverse operation to solve missing number problems.

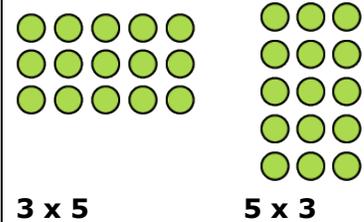
Write in what the missing numbers could be.

$$170 + \boxed{\phantom{00}} = 220 - \boxed{\phantom{00}}$$

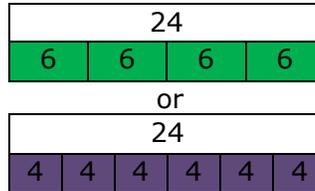
Pupils will extend their use of the written method to include larger numbers and decimals as appropriate. They will solve a range of addition and subtraction calculations and understand the mathematical vocabulary for addition and subtraction.

# Written Calculation Methods – Multiplication

Prior to using a formal written method pupils will use counters and objects to help solve multiplication problems. They will begin to relate counting in 2's, 5's, 10's etc. to their times tables. An array can represent a multiplication.



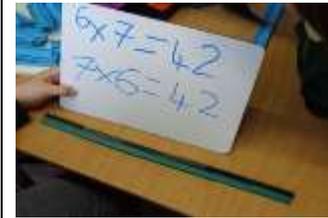
Develop an understanding of multiplication as repeated addition and appreciate that multiplication can be completed in any order.



$$6 \times 4 = 6+6+6+6$$

$$4 \times 6 = 4+4+4+4$$

$$6 \times 4 = 4 \times 6$$

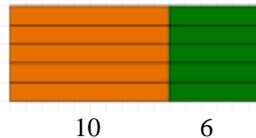


$$6 \times 7 = 7 \times 6$$

Develop an understanding of how to multiply 1 and 2 digit numbers by ten. Pupils can use equipment and place value knowledge to help with this.



Multiply a teen number by a 1-digit number, using apparatus and the grid method.



$$5 \text{ lots of } 16 = 5 \text{ lots of } 10 + 5 \text{ lots of } 6$$



$$16 \times 5$$

Multiply 2-digit numbers by a 1-digit number, using the grid method alongside the column method and establish the link between the two methods.



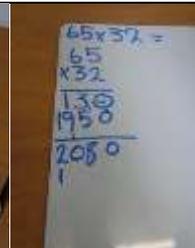
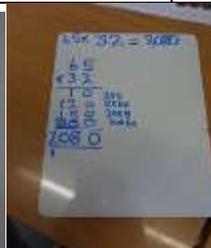
$$\begin{array}{r} 16 \\ \times 5 \\ \hline 30 \text{ - (5 x 6)} \\ 80 \text{ - (5 x 10)} \\ \hline 80 \end{array}$$

Multiply a 2-digit number by another 2-digit number, using the grid method alongside the column method and establish the link between the two methods.



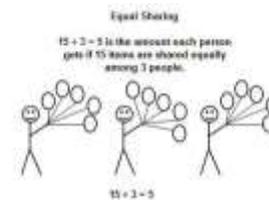
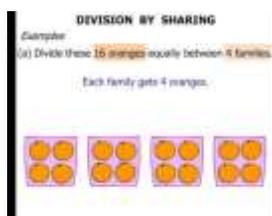
$$\begin{array}{r} 23 \\ \times 16 \\ \hline 18 \text{ - (6 x 3)} \\ 120 \text{ - (6 x 20)} \\ 30 \text{ - (10 x 3)} \\ 200 \text{ - (10 x 20)} \\ \hline 368 \end{array}$$

Multiply 2-digit numbers by 1 and 2-digit numbers, using the column method. Pupils may move to use a more compact column method.

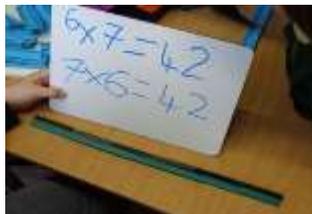


# Written Calculation Methods – Division

Before using a formal written method for division pupils understand division as sharing equally. They may use objects, counters or diagrams to help them 'group' a number.



Make connections between multiplication and division. Divide a 2-digit number by a single-digit number using number rods and number lines (without remainders)



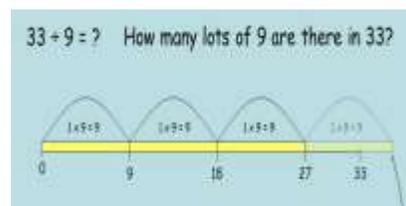
$$6 \times 7 = 42$$

$$7 \times 6 = 42$$

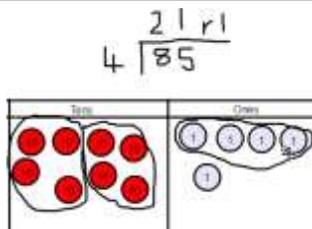
$$42 \div 6 = 7$$

$$42 \div 7 = 6$$

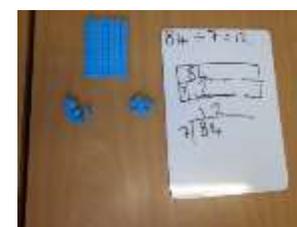
Divide a 2-digit number by a single-digit number, using number rods and number lines (including remainders).



Introduce the column method for solving division of a 2-digit number by a single-digit number. Pupils may use base 10 or counters to help with regrouping if necessary.



Pupils work in the place value columns to divide by 4



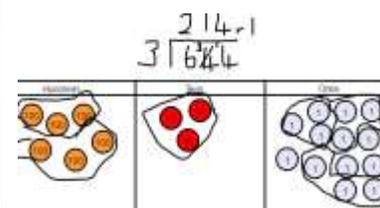
1 ten is regrouped into 10 ones. The tens and ones are divided by 7

Develop the use of the column method for dividing a 3-digit number by a single-digit number (including regrouping). Base 10 or counters may be used to help with the understanding of regrouping.



There is one group of 800 in 968. We regroup the remaining hundred into 10 tens. The 16 tens can be grouped into two groups of 8 tens. The final 8 ones make one group of 8.

Develop the use of the column method for dividing a 3-digit number by a single-digit number (including regrouping and remainders)



Pupils extend their division to include 4 digits numbers divided by a 1 digit number and eventually 4 digits numbers divided by 2 digit numbers. It should be noted that knowledge and recall of times tables and related division facts is vital for long multiplication and division. It is expected that pupils should have this knowledge by the end of year 4.

### iii. Rapid Recall Facts

Fluency is an important part of the maths curriculum. To aid children with their fluency skills, there are certain 'rapid recall facts' that your child should know as they progress through school. The table below details these:

Reception	<ul style="list-style-type: none"> <li>I can count out loud to 20</li> <li>I can recognise and order the numbers up to 20</li> <li>I can count on one more and back one less</li> <li>I can compare two quantities up to 20</li> <li>I can match a number to a quantity up to 20</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>I know number bonds for each number to 6</li> <li>I know doubles and halves of numbers to 10</li> <li>I know number bonds to 10</li> <li>I can tell the time to the nearest hour and half hour</li> <li>I know number bonds for each number to 10</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>I know number bonds to 20</li> <li>I know the multiplication and division facts for the 2 times table</li> <li>I know doubles and halves of numbers to 20</li> <li>I know the multiplication and division facts for the 10 times table</li> <li>I can tell the time to the nearest quarter hour and the nearest 5 minutes</li> <li>I know the multiplication and division facts for the 5 times table</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>I know number bonds for all numbers to 20</li> <li>I know the multiplication and division facts for the 3 times table</li> <li>I can recall facts about durations of time eg days in a week, minutes in an hour, hours in three days and the order of the months of the year and days of the week</li> <li>I know the multiplication and division facts for the 4 times table</li> <li>I can tell the time to the nearest minute</li> <li>I know the multiplication and division facts for the 8 times table</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>I know number bonds to 100</li> <li>I know the multiplication and division facts for the 6 times table</li> <li>I know the multiplication and division facts for the 9 and 11 times tables</li> <li>I can recognise decimal equivalents of fractions for <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{3}{4}</math> and any number of tenths and hundredths</li> <li>I know the multiplication and division facts for the 7 times table</li> <li>I can multiply and divide single-digit numbers by 10 and 100</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>I know decimal number bonds to 1 and 10</li> <li>I know the multiplication and division facts for all times tables up to <math>12 \times 12</math></li> <li>I can recall metric conversions</li> <li>I can identify prime numbers up to 20</li> <li>I can recall square numbers up to <math>12^2</math> and their square roots</li> <li>I can find factor pairs of a number</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>I know the multiplication and division facts for all times tables up to <math>12 \times 12</math></li> <li>I can identify common factors of a pair of numbers</li> <li>I can convert between decimals, fractions and percentages</li> <li>I can identify prime numbers up to 50</li> </ul>

Within our teaching, we will be covering these topics and also showing the children how these can be used to answer questions across all areas of the maths curriculum.

In order to assist this, we will be using a new scheme across all year groups: Dragon and Rainbow maths. More details of this can be found on our website and will be available on the 'Meet the teacher' evening in September.

It is key that you support your child in learning these 'rapid recall facts' using games, websites and oral practice at home. If you need any advice, please do not hesitate to ask your class teacher.

# iv. Vocabulary

## New Maths Vocabulary for Year 4

Number and place value	Multiplication and division	Data/ statistics	Measure
Tenths, hundredths Decimal (places) Round (to nearest) Thousand more /less than Negative integers Count through zero Roman numerals (I to C)	Multiplication facts (up to 12x12) Division facts Inverse Derive	Continuous data Line graph	Convert Capacity Mass Volume Length
Geometry (position and direction)	Geometry (properties of shape)	Fractions	
Coordinates Translation Quadrant x-axis, y-axis Perimeter and area	Quadrilaterals Triangles Right angle, acute and obtuse angles	Equivalent decimals and fractions Fractions of amounts	

# 4. Our Curriculum

Our topics this year are:

Term	Theme(s)	Details
Autumn	Rocks to Romans	How did we go from living in a cave to a Celtic Roundhouse to a Roman Villa?
Spring	Rainforests	What is the impact of deforestation?
Summer	Fantasy Lands	Who and what is through the wardrobe?

## Websites we use at school

At school we use a number of websites to support the children's learning. Year 4 children will be given the log in details for all these websites and they will spend some time in school getting used to accessing them. All are accessible from home devices. Here are the main ones:

- MyMaths, a fully interactive online maths learning solution  
<http://www.mymaths.co.uk/>
- BBC KS2 Bitesize, a revision tool for primary subjects  
<http://www.bbc.co.uk/education/levels/zbr9wmn>
- Sumdog, an interactive online maths resource  
[https://www.sumdog.com/user/sign\\_in?to=%2Fcity](https://www.sumdog.com/user/sign_in?to=%2Fcity)
- Bug Club, an interactive reading resource  
<https://www.activelearnprimary.co.uk/login?c=0>
- eschools, an interactive class page  
<https://leechpool.eschools.co.uk/login>
- TT Rockstars, an interactive multiplication game  
<https://trockstars.com/>

# 5. Our Timetable

As a school we keep the timetable quite flexible to enable us to better meet the needs of the children. However, there are a few lessons which are fixed each week. Please ensure your child has the correct equipment in each day. This includes:

- Reading Record - this should be in school every day along with the book your child is reading. They will have time every day from 8:35-8:50 to change their reading book once it is finished.
- The school will provide the necessary equipment for your child's learning needs so please **do not bring in a pencil case.**

The children will need their **PE kits** in school all week, as PE days vary throughout the year. Below is an example of a typical week.

(From January, year 4 will be participating in either swimming lessons or health and fitness sessions. Letters will be sent with more information.)

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Literacy	Literacy Guided Reading	Computing / RE Singing	Literacy	Literacy
Break	Break	Break	Break	Break
Maths Guided Reading	Maths Enrichment – rotation of Music, PE, MFL and Art	Maths Guided Reading	Maths Drumming/ Guided Reading	Maths Guided Reading
Lunch	Lunch	Lunch	Lunch	Lunch
Topic	Enrichment – rotation of Music, PE, MFL and Art	PE / Spellings	Topic / Spanish	Topic / PSHE  Golden Time

# 6. Being Healthy at School

We are proud to be a Healthy School. At break times the children can bring into school a healthy snack. We ask that **no** sweets, chocolate or biscuits are eaten at this time.

We ask that all pupils bring in a water bottle - to be brought in daily and kept in specific boxes in the classroom for easy access during the day.

We have a healthy snack shop in school for morning break times where children can bring in up to £1.00 to buy a snack of their choice.

At lunchtime (Key Stage 2 lunch 12:30-13:15) the children can either bring a packed lunch to school or have a hot meal provided by Chartwells. These meals need to be pre-ordered via their website:

<https://westsussex.mealselector.co.uk/>